



Year 5 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Jane Considine The Write Stuff Unit Plans CLPE	Fiction Narrative: Mystery The Nowhere Emporium 4 weeks Write a poem – The dreadful menace- Literacy Shed	Non-fiction Diary Scott of Antartica 4 weeks Write a spooky setting- Francis- Literacy shed Scientist/ Explorer	CLPE: Journey to the Sea	Non-fiction Balanced argument Screen Use 4 weeks Write a non chronological report about the planet Pandora: video clip Avatar Featurette: Planet Pandora Literacy shed	Fiction: Narrative Adventure The Explorer by Katherine Rundell 4 weeks Write a letter of application to become an explorer Ducksters world of explorers BBC ks2 learning clips	Non-Fiction: Biography Hatsheut Egypt 4 weeks To write a short narrative- the light house Literacy shed
Grammar and Punctuation	See Progression in Grammar and Punctuation document, supported by NC English Appendix 2.					
Spelling	Spelling Shed – Stage 5					
Handwriting	PenPals Year 5					
Numeracy	See White Rose LTP					
Science	Properties and Changes of Materials <ul style="list-style-type: none"> Compare and group together everyday materials Know that some things will dissolve in liquid to form a solution To know that solids, liquids and gases might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes 	Forces <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have greater effect. 	Living things and their habitats <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals 	Earth and Space <ul style="list-style-type: none"> Describe the movement of the Earth and other planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	Animals including Humans <ul style="list-style-type: none"> Describe the changes as humans develop to old age 	Science based project / Scientist study Jane Goodall- naturalist Sylvia Earle - Marine biologist Dr. Paula Kahumbu-wildlife conservationist Mangala Mani – Antarctic scientist Sir David Attenborough- Animal Behaviourist Alexander Fleming- Penicillin Louis Pasteur- Vaccination Eva Crane -Reproduction in Bees Virginia Apgar- obstetrical anaesthesiologist Sir Humphrey Davy- Separating gases Jamie Garcia (BP website)- Invention of a new plastic Becky Schroeder - fluorescence material Spencer Silver, Arthur Fry and Alan Amron - Post-It Notes



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						<p>Ruth Benerito - Wrinkle-Free Cotton</p> <p>Margaret Hamilton- Computer scientist (Moon Landings) Stephen Hawking- Black Holes Mae Jemison – Astronaut</p> <p>Claudius Ptolemy and Nicolaus Copernicus - Heliocentric vs Geocentric Universe Neil Armstrong- First man on the Moon Helen Sharman- GB astronaut Caroline Herschel- First to find a comet Valentina Tereshkova- Cosmonaut</p> <p>Isaac Newton- Gravity Albert Einstein- The Theory Of relativity Galileo Galilei - Gravity and Acceleration Archimedes of Syracuse- Levers</p>
Art	<p>Art and Design Skills</p> <ul style="list-style-type: none"> develop skills in: design, drawing, craft, painting and art appreciation design their own invention expanding on an observational drawing using a poem to create a portrait painting an enlarged section of a drawn collage 	<p>Design for a purpose</p> <ul style="list-style-type: none"> Designing to a given criteria developing design ideas for a room interior, a coat of arms and a product to fit a given name 	<p>Formal elements of art: architecture</p> <ul style="list-style-type: none"> Drawing from observation, creating prints drawing from different perspectives learning about the role of an architect 	<p>Every picture tells a story</p> <ul style="list-style-type: none"> Exploring the meaning behind art – analyse the work of Banksy making symmetry prints inspired by Rorschach telling a story using emojis, reenacting a poignant war scene taking inspiration from ceramic artist Odundo 		
DT	<p>Textiles: Stuffed toys</p> <p><i>Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch</i></p>	<p>Structure: Bridges</p> <p><i>Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.</i></p> <p>Engineer</p>	<p>Cooking and Nutrition: What could be healthier?</p> <p><i>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe</i></p> <p>Farmer Chef</p>			
PE	<p>Invasion Games: Fives and threes (Durham) Swimming</p>	<p>Gymnastics: Assessing Level 3/4 Unit 5 Tasks 1 and 2 (Durham) Swimming</p>	<p>Dance: Masquerade (Durham) Swimming</p>	<p>Net/Wall Games: Long and Thin or short and fat Swimming</p>	<p>Striking/Fielding Pairs Cricket (Durham) Swimming</p>	<p>Athletics: 3 jump Challenge (QCA) Swimming</p>
Computing	<p>Computing systems and networks: Search engines</p>	<p>Programming 1: Music</p>	<p>Data Handling Data transfer and binary codes</p>	<p>Micro-bits The meaning and purpose of programming</p>	<p>Creating media Story boards</p>	<p>Sills- showcase 3D design skills</p>



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Online Safety	Online protection	Online communication	Online Reputation	Online Bullying	Online Health	Assessment quiz
PSHCE	Setting ground rules Build a friend Resolving conflict Respecting myself Family life Bullying	Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals	Responsibility Community Democracy	Money Career and aspirations	The changing adolescent body (puberty, including menstruation)	Online friendships Identifying online dangers First aid Drug education Transition Finance
Spanish	Food Language Angels La vispera El dia de todos los santos	The Vikings Language Angels Christmas	Hobbies El dia de los reyes	Hobbies Easter	Do you have a pet? Language Angels Las cruces de mayo	The Weekend Language Angels La Tomatina
Music (Charanga)	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The fresh prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
History	<p>What impact did the Anglo-Saxon and Viking struggle have on Britain?</p> <ol style="list-style-type: none"> When did the Anglo-Saxons and Vikings exist in Britain? How was Anglo-Saxon and Viking culture similar and different? (Housing, religion, achievements). How was Anglo-Saxon and Viking culture similar and different? (Housing, religion, achievements). Why did the Vikings choose to invade Britain? Why was power important to the Anglo-Saxons and the Vikings? Assessment: What impact did the Anglo-Saxon and Viking struggle have on Britain? 		<p>How were the Maya similar or different to the Vikings?</p> <ul style="list-style-type: none"> 1. Who were the Maya and when did they exist? 2. What did the Maya achieve? 3. How was Maya housing similar or different to the Vikings? 4. How was Maya society similar or different to the Vikings? 5. How was Maya religion similar or different to the Vikings? 6. Assessment: How were the Maya similar or different to the Vikings? 		<p>What did the Ancient Greeks achieve and how did this impact the western world?</p> <ol style="list-style-type: none"> Who were the Ancient Greeks and when did they exist? What did the Ancient Greeks achieve? What was Ancient Greek culture like? Who were the Ancient Greeks influenced by? How did the Ancient Greeks influence the western world? Assessment: What did the Ancient Greeks achieve and how did this impact the western world? 	
Geography	<p>Mountains</p> <ul style="list-style-type: none"> What a mountain is. The features of a mountain. How mountains are formed. Mountain climates. The UK and world's highest mountains. <p>The importance of the Himalayas.</p>		<p>Volcanoes and Earthquakes</p> <p>The structure of the Earth.</p> <ul style="list-style-type: none"> Features of a volcano. Famous volcanoes and earthquakes. Effects of volcanoes and earthquakes. Preparing for an earthquake. What it's like living near a volcano. <p>Volcanologist/Geologist</p>		<p>European Region</p> <ul style="list-style-type: none"> Where is Europe and what the countries like Why would you visit Europe? Why are migrants coming to Greece? What is the landscape like in Greece? Why would you visit Athens? How does everyday life in Athens compare with other places? 	
	<p>By the end of Year 5, children should know:</p> <ul style="list-style-type: none"> the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; the main features and types of mountains; how some people have adapted to life in mountainous areas; the main features and causes of volcanoes and earthquakes; the location and principal features of the region around Athens, when seen at a range of scales, 			<p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; use globes and atlases to identify the location of Greece and the Mediterranean; 		



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	<p>from the global to the immediately local;</p> <ul style="list-style-type: none"> ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; how people can respond to a natural disaster, such as an earthquake; ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past). 	<ul style="list-style-type: none"> use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens. 	
RE	<p>Autumn 1: Why is Moses important to the Jewish people? Autumn 2: Why do Jewish people go to a synagogue?</p> <p>Christmas: What are the themes of Christmas? (Explore through 4 concepts: Belief, Expression of belief, Authority, Impact of Belief).</p>	<p>Spring 1: What do Christians believe about God? Spring 2: Why is the Last Supper important to Christians?</p>	<p>Summer 1: How are Jewish beliefs expressed in the home? Summer 2: Why do people use rituals today?</p>

Career links